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ABSTRACT

This project was undertaken to develop a formal guide for planning foreign language teachers' conferences. This work is a response to the need for guidance in planning meetings expressed by past chairmen of the conferences of the Washington Association of Foreign Language Teachers. The project was conducted by: (1) researching both the published material on the subject (of which there is very little) and the unpublished material (taken from the files of former conference chairmen); and (2) requesting information, via letter, of all state foreign language supervisors (20 of whom responded). The guide, presented here, offers specific conference planning procedures, which include: (1) the mechanics of organizing a conference, (2) location planning, (3) speaker selection and direction, (4) suggested committees and duties, (5) exhibits, (6) program planning, (7) housing and boarding arrangements. Recommendations for further study are made, and a bibliography, checklists, and sample forms are provided. (LG)

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A GUIDE TO PLANNING FOREIGN LANGUAGE TEACHERS CONFERENCES

A Master's Project

Presented to

the Faculty of the Graduate School

Seattle University

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

By

Patricia Ann Campbell

July 1974

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As a token of thanks to the

WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS

for its efforts to promote and maintain
quality foreign language education throughout the state,

I hereby dedicate this project,

hoping that it will serve to aid future chairmen
in the planning, organizing, implementing, and evaluating of
state, regional, and local foreign language teachers conferences.

Patricia Campbell

July 1974

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TABLE OF CONTENTS

Chapter		Page
1.	STATEMENT OF THE PROBLEM AND PURPOSE	1
2.	REVIEW OF LITERATURE	4
3.	GUIDE TO PLANNING FOREIGN LANGUAGE TEACHERS CONFERENCES	9
	Conference Checklist	10
	The Mechanics of Organizing a Conference	14
	Summary Statements of Conference Chairman Activities	14
	Location of Conference	16
	Theme	18
	Keynote Speaker and Other Major Speakers	18
	Filing System	19
	Suggested Committees and Duties	21
	Exhibits: Commercial	21
	Exhibits: Teacher-Prepared	24
	Program Planning	25
	Registration and Membership	30
	Publicity	35
	Printing	36
	Audio-Visual	37
	Meals and Refreshments	39
	Hospitality	42
	Entertainment	42
	Awards	43
	Facilities	43

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TABLE OF CONTENTS cont.

Chapter		Page
	Annual Business Meeting	45
	Pre-Conference Get-Together	45
	Evaluation	45
	Published Proceedings	46
4.	SUMMARY AND RECOMMENDATIONS FOR FURTHER STUDY	48
BIBLIOGRAPHY		50
APPENDIXES		52
	Checkpoints for Locating Conference Site.	
	And Follow-Up Sessions with Site Officials.	53
	Sample Forms for Recording Important Data	56
	Letter Sent to State Foreign Language Supervisors.	67

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Chapter 1

STATEMENT OF THE PROBLEM AND PURPOSE

In the ten years existence of the Washington Association of Foreign Language Teachers there has never been a complete formal written guide for state, regional, and local conference chairmen. Summary reports and brief outline guides have been submitted by chairmen of various conferences but each chairman has had to practically begin anew in planning a conference. For the past few years conference chairmen have stressed the need for a complete written guide for future chairmen.

Each year state and regional conferences have been held in the fall and the spring. Local district conferences are held on a less regular basis. State conference chairmen are selected by the president of the association. Regional conference chairmen are usually determined after the board has approved the site locations based on membership selection. They are normally selected or approved by the school district teachers hosting the regional. The author of this project was co-chairman of the Lynnwood, Washington, regional conference March 15, 1974, and is co-chairman for the state conference October 11 and 12, 1974, in Seattle, Washington. The need for a guide became more apparent after reviewing the twenty letters received from state foreign language leaders in response to a letter requesting their input as partial research for this project. Only two states had something substantial to offer and eight requested a copy of the completed project.

In the past, state conference chairmen were college personnel or district coordinators with relatively more time during the day for telephoning and meetings and college persons had access to the SCAN telephone

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system. This year the conference is being chaired by two persons: a college professor and a secondary school teacher. It is hoped this guide will be complete enough to encourage more secondary school teachers to participate as chairmen of state-wide conferences. Ultimately the aim of this project was to make the assignment of conference chairman easier, more enjoyable, and in turn, more successful. The guide was designed more with state conferences in mind, but planning for regional and local conferences quite closely parallels that of state conferences but on a smaller scale. Special mention will be made when the differences are more apparent. While this guide is written primarily for the state of Washington, it could serve to be useful in other states as well.

Definition of key terms:

> Regional Conference: is usually a one-day conference preferably scheduled on a state in-service work day. It may last two days in which case overnight accomodations must be made. A regional conference involves several school districts.
>
> Local Conference: is often designed for one or more school districts, is called an in-service workshop, and may last one day to once a week for several weeks. It is normally scheduled for after-school hours or on Saturdays. College credit or in-service credit is sometimes awarded. The workshop may travel to different school districts or it could be called by any group of teachers, held locally, and be more informal in nature. In any case many of the suggestions in this guide would apply to a local conference.

There are some limitations which should be considered when evaluating this project. In the planning stages of this guide it was decided an attempt would be made to research all available information on conferences designed specifically for foreign language teachers. It soon became evident that there is a limited amount of information published on the specific topic. One excellent published document was identified but all other sources are unpublished summaries, outlines, notes, or related documents found in the files of former conference chairmen.

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Secondly, only twenty states responded to the letter requesting input for the project. One is hesitant to assume the other thirty had nothing to offer.

The third limitation might be the fact that the author has not actually experienced the upcoming state conference prior to the completion date of the project. Three factors qualify this limitation, however:

1. A directive from the association president stipulated that the location, theme, program outline, and keynote speaker had to be determined by June 1, 1974. A rough draft of the program was presented and approved at the May 18, 1974, board meeting. The chairman and co-chairman have been continually planning the conference since November, 1973, and will continue to do so until after the conference.

2. The author was co-chairman of a one-day spring regional conference March 15, 1974, the planning of which began in December, 1973. The state conference is a two-day conference involving quite similar tasks but on a larger scale.

3. The author had the fortunate experience of attending a national conference for foreign language teachers in November, 1973, in Boston, Massachusetts, and acquired valuable information from the directors on how to plan, implement, and evaluate a foreign language teachers conference.

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Chapter 2

REVIEW OF LITERATURE

Due to the nature of this project, a review of the literature may register slightly askew from the norm. The investigation began in October, of 1973, when the author, as recording secretary of the Washington Association of Foreign Language Teachers (WAFLT), recorded into the minutes a statement made by Dr. Peter A. Eddy, chairman of the October, 1973, state conference for foreign language teachers. "It would certainly be helpful to future chairmen if there were a more complete guide to planning these conferences." (1) Soon thereafter, the author was asked to become co-chairman of the October, 1974, state conference for foreign language teachers.

A more concentrated effort was then initiated to research the possibilities of writing such a guide as a graduate project. First, a review of all records of the Association, which originated in 1964, was necessary to locate any and all references to the subject. Primarily, recording secretary minutes and interviews with past chairmen were used for the study. Several summary reports, references made in the minutes, and informal check lists were found. Careful notes were made and files were begun to assimilate this information.

Concurrent with this activity, the author attended a national conference for foreign language teachers in Boston, Massachusetts, in November, 1973. While in Boston the researcher interviewed Mr. Warren C. Born, Director, ERIC Clearinghouse on Languages and Linguistics. He agreed that more could be written on conference planning and identified an excellent source, Developing the Foreign Language Association, as the only such document

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recorded in the MLA ERIC. (2) It is a guide to developing state foreign language teachers associations and includes a good section on planning conferences. Indeed, it became the primary source for this project.

Earlier reference to the need for a complete written guide for foreign language teachers conferences in this state appeared in the WAFLT minutes in October of 1971. A quotation from Dr. David Benseler, WAFLT state conference chairman of 1971, read: "David Benseler suggested that regional and state conference manuals be prepared or revised with guidelines for future conference planning." (3) Upon speaking with Phil Baudin, 1970 conference chairman, the necessity for a guide became increasingly apparent. As another investigative measure, more notations were made based on the personal experience of the author as co-chairman for one of the state's three regional foreign language conferences in March of 1973.

After a careful study of WAFLT records, it was decided to further explore the issue by sending a letter to all state foreign language supervisors. As mentioned earlier, twenty of the fifty states responded. Those states, listed in order of response, were: Ohio, Oklahoma, Florida, New York, Massachusetts, Montana, Arkansas, Virginia, Illinois, Minnesota, Hawaii, New Jersey, Connecticut, Kansas, Utah, Mississippi, West Virginia, Wyoming, Nevada, and Maryland. The responses from Minnesota and Wyoming were of most value. Ernest J. Mazzone, Director of Foreign Language Education in the state of Massachusetts replied, "Your project when completed will indeed fulfill a need we are all fully aware of. Unfortunately most planning for conferences is done on a day-to-day basis founded on past experience." (4) Duane Jackson of Montana noted, "The project about which you wrote May 13 certainly seems worthy and your finished product should prove to be valuable to those involved in planning

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conferences." (5) Fifteen states expressed the lack of any such guidelines available to their knowledge in their states. Eight of the respondents requested a copy of the final proposed project.

The main sources for this study have been enumerated. To complete the research, the author accepted the assignment of co-chairman for the 1974 WAFLT state conference. With the vast amount of time and effort expended in that project alone (begun in November, 1973, and continuing through October, 1974) little additional evidence is needed to show that the following project will be of lasting importance not only to the Washington Association of Foreign Language Teachers, but to others as well.

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Summary and Conclusions

Although in most cases literature from published sources is considered superior by many experts to unpublished material in terms of validity and amount of research, it is believed that the unpublished material used here as reference is of equal importance in this project. The guide is to be of use primarily in the state of Washington and thus, all reports of past conferences in the state are more likely to be of greater authenticity and value to the author. The practical experience of planning a regional and state foreign language teachers conference added considerable credibility to the project and offered heretofore unknown information, knowledge, and insight into the trials and tribulations of planning a conference. The added experience of a co-chairmanship in both cases provided a new dimension as well.

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Footnotes

1. Peter A Eddy, "WAFLT Minutes," October, 1972.

2. Robert J. Ludwig, Leadership in Foreign Language Education: Developing the State Foreign Language Association (New York, 1972).

3. David P. Benseler, "WAFLT Minutes," October, 1971.

4. Ernest J. Mazzone, "Business reply to survey letter," May 21, 1974.

5. Duane Jackson, "Business reply to survey letter," May 22, 1974.

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Chapter 3

A GUIDE TO PLANNING FOREIGN LANGUAGE TEACHERS CONFERENCES

The following checklist is a compilation of personal experience and research information used in this project. The purpose of the checklist is to give the chairman a worksheet to be used in the initial planning sessions, as a reference guide, and as a final check prior to the actual conference. It may also be used to partially evaluate the conference and evoke recommendations for the next conference chairman. Some items may be more or less appropriate according to the type of conference. Descriptive elaborations appear on subsequent pages which help clarify the items listed.

The guide is designed to allow easy removal of the checklist and other appropriate pages for photocopying and distribution to the respective committee chairmen so each can have his own copy of instructions.

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CONFERENCE CHECKLIST

I. ____Date and Length of the Conference

II. ____Location

____prioritize needs

____identify possible sites

____observe selected possibilities

____check facilities

____select site

____obtain schematic of conference area

____satisfy any written and/or oral agreements

____determine limitations, rules, and regulations

III. ____Theme

____check past conference programs

____check current trends in foreign language education

IV. ____Keynote Speaker and Other Speakers

____check past conference programs

____check current trends in foreign language education

____check budget

____read current foreign language journals, magazines, and newsletters

____confer with board members

____select speakers

____secure curriculum and biographical vitae

V. ____Board Recommendations and Approval

____determine procedural agreement with board and president

VI. ____Filing System

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VII. ____ Suggested Committees and Duties

____exhibits

____commercial/teacher-prepared

____program planning

____check past conference programs

____check past conference reports and evaluations

____surveys, interest inventories

____determine goals and objectives

____check budget

____confer with leaders for suggestions

____establish filing system

____session chairmen

____keep time, assist participants, select recorders, attendance checks, thank-you notes

____registration/membership

____pre-registration, mailing address, packets, crew, registration tables, signs

____complimentary tickets and rooms

____determine for whom and for what

____publicity

____city and local newspapers, radio, t.v., school superintendents, school bulletins, state school bulletins, national journals, state foreign language publications, awards presented, photographs

____printing

____registration forms, program, tickets, name tags

____check with chamber of commerce

____check with school district

____check with site officials

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VII. ____Suggested Committees and Duties cont.

____audio-visual

____request forms

____list equipment needed and where it can be obtained

____place to store equipment

____meals and refreshments

____luncheon, banquet, coffee breaks, no-host social hour

____hospitality

____decorations, check with site officials

____keynote speaker and other major speakers/guests

____check with chamber of commerce and consulates

____check with school district

____entertainment

____for major out-of-town guests

____check with chamber of commerce and consulates

____for conference

____for conference participants

____check budget

____awards

____solicit nominations

____investigate types of awards and determine costs and time

____select award winner(s)

____select award style and inscription

____present award (who does it, publicity, photographs)

____facilities

____troubleshooters

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VIII. ____Annual Business Meeting

____agenda should be published in advance

IX. ____Pre-Conference Get-Together

X. ____Evaluation

____decide on good form

____decide on method for collecting forms

____select committee to tally results

____evaluate and summarize conference in terms of the goals and objectives stated

____prepare summary with suggested recommendations

XI. ____Published Proceedings

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THE MECHANICS OF ORGANIZING A CONFERENCE: "A Closer Look"

Summary Statements of Conference Chairman Activities

The state conference chairman has been described as having executive ability, wide contacts in the state, and the talent to fuse the efforts of many professionals in a major operation. (1) To find such a person requires careful consideration on the part of the president of the association. An alternative to having one chairman is the possibility of having two chairmen. Each chairman could represent a different geographic location to ensure a greater communications network. Long-distance tolls would be minimized somewhat and there could be an increase in the possibility of greater participation in the conference by members more widely distributed throughout the state. The co-chairmen could also represent different levels of instruction. The disadvantage of a co-chairmanship is the inconvenience of one or both of them having to travel in order to meet. On the other hand, the duties of the chairmen could be divided and shared. Some of these duties are listed below:

1. Determine the date and length of the conference. This can be done by checking the state calendar for in-service work days. Or, if the conference is regional or local, consideration might be given to appropriateness in terms of teacher work schedules and distance of farthest participants. The president and board will help with the decision.

2. Determine the location of the conference. Suggestions for this project follow on the next few pages.

3. Select a theme. This can be done in conjunction with the president and board if desired or a committee designated for the task.

4. Select a keynote speaker. This involves not only initial communication with the speaker but all succeeding correspondence. Either the chairman or an appointee is responsible for the welfare of the speaker before, during, and after the conference. Selection of a keynote speaker is subject to board approval.

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5. Select other major speakers with approval of board and/or president.

6. Select committees and chairmen.

7. Set time schedule for planning conference. Check with past chairman and records of correspondence from last conference.

8. Coordinate efforts with site officials.

9. Submit program rough draft for board approval.

10. Plan program. This can be done by committee if preferred.

11. Plan budget. In planning the conference it is vital to always keep the budget in mind. Send a travel and per diem reimbursement invoice to general session speakers and main speakers at the banquet and luncheon. Reactors and discussion leaders do not receive travel, per diem, or honorarium. **All expense sheets must be signed or otherwise authorized by the conference chairman before going to the treasurer.

12. Maintain communication. As an added precaution it might be wise to give all participants the telephone number or address of the conference chairman.

13. Check with state foreign language leaders. After the rough plans are made for the program it would be advisable to share them with leaders in the state who might be able to suggest possible participants from within their areas.

14. Notify program planners of publication deadlines. In order to have publicity about the conference in state-wide publications, it is important for the program planners to know of deadlines for publication.

15. Coordinate all committees.

16. Select information officer. This may be optional but it is a good idea to have someone at the conference besides the chairman who can offer assistance to allow the chairman more freedom.

17. See to it that follow-up confirmation notes are sent in time to participants before the state conference with their time, date, and topic as listed in the program. List their duties and ask for any audio-visual requests. A copy of the program might also be sent at this time.

18. Assign complimentary rooms to appropriate persons.

19. Opening welcome. Usually the conference chairman takes part in the opening proceedings of the conference to give directions, instructions, and other announcements.

20. Verify hotel bills for luncheon and banquet.

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21. Write thank-you notes. The session chairmen of the program can write those participants in their sections. The conference chairman is responsible for thanking major speakers, committee chairmen, session chairmen, and any other people of major importance to the conference.

22. Conference Summary Report. A final report to the next chairman is necessary. It should include such data as: number attending conference, list of those in attendance, number of new memberships, list of resource people, evaluation tallies and comments, a budget summary, major correspondence, important files, and any necessary personal comments, suggestions and evaluations.

It is important for the chairman to see to it that things are moving along as closely to the planned time schedule as possible. Ideally, the chairman is "visible" on conference day and in a position to view the conference more objectively, as a participant equal to the others. If things are planned appropriately this will be the case. Of course, the chairman will do any necessary final checking before, during, and after the conference.

Location of Conference

Among the first major items on a chairman's agenda after the date and length of conference have been established is to locate a site for the conference. For a state-wide meeting this should be done at least a year in advance to insure that no conflicts with other planned conferences will occur. When planning a state-wide, two-day conference, the following are some things to consider:

1. Prioritize needs. Decide what is most important when considering the location. Keep in mind such things as, centrality of site, is it fairly easy for the majority to locate it, is it large enough to house the number of people expected, is the general session room large enough, are there enough break-out rooms for small discussions, are the rooms fairly sound-proof, would there be enough chairs, what is the price range for luncheon and banquet, what is the menu, what is the sound system like, what is the room rental, and are the parking facilities adequate.

2. Identify possible sites. Check to see where past conferences have been held. Make a list of those places and add it to any from other sources such as the telephone directory.

3. Observe possible sites. It is advisable to take someone along for more input when checking out the possiblities. To expedite the observations it would be helpful to take a notepad with the list of priorities.

4. Select site. After considering all factors necessary, it is time to make the final decision. If the timing is right, the site should be approved by the board at one of its meetings. If not, either by telephone or letter, the board should approve the site.

5. Discuss details with site officials. The conference chairman should meet with the official in charge at the site at least once or twice during the initial stages of planning and then again once or twice before the actual conference. It is essential to understand at all times which services will be billed to the association. A written contract of all business transactions and agreements should be kept on record by both parties. Be certain site officials have all necessary addresses and phone numbers for communication.

6. Regional and local sites. Besides the aforementioned, there are some additional items particular more to regional and local conferences. The chairman should check to see if it is necessary to have signs posted directing traffic to the site and if so to find out city or county regulations regarding the posting of signs. It is important too, to check with the kitchen crew if there is one to see what arrangements need to be made.

*For a convenient checklist summarizing the above suggestions consult Appendix I.

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Theme

The president of the association and/or the chairman and the board determine the theme of the conference quite early in the planning stages of the conference. Most of the time regional and local conference leaders are left to their own discretion regarding the theme. When deciding on a theme for a conference the following checkpoints might be considered:

1. What were the themes of past conferences?
2. What are the current trends in foreign language education?
3. What are the themes of other conferences being held during the year nationally, and at state, regional, and local levels?
4. Keep in mind what might apply and appeal more to the people located in the area of this particular conference.
5. The title should be clear, concise, and to the point.
6. A slogan is often added to a theme.

As one noted foreign language leader once stated, whatever the theme or slogan is, consciously carry it throughout the conference--don't just select it for the purpose of having something to put on the program cover. (2) Quite often the theme in part determines or narrows the field for possible keynote speakers and program topics.

Keynote Speaker and Other Major Speakers

Besides the information given in the outline preceding this entire portion of chapter three, there are a few pointers worth mentioning:

1. Be sure to consider any honoraria restrictions or limitations in the budget planning.
2. If a speaker's expenses are to be paid, ask him if he prefers to estimate expenses in advance, so that a check can be issued at once. If a statement is to be sent later, inquire tactfully if he needs any advance payment.
3. Arrange for overnight accomodations when needed. Sometimes it is possible to house the speakers with members of the board for example, to provide a more personal touch.

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4. Try to obtain the title of presentations, photographs, and other necessary information in time for various publicity releases.

5. All provisions assuring the welfare of the speakers before and after the conference must be carefully arranged.

6. Make it clear what expenses will be assumed to all conference participants. This includes transportation mileage when driving, toll fees, and any other similar expenditures.

Board Recommendations and Approval

It should always be agreed upon that the board members will be asked to assist in the conference in some capacity and that they should comply if possible. The board and/or president should be involved in all major decisions such as conference site, date, theme (except perhaps in regional and local conferences), keynote speaker, budget, program content and time schedule. Check to see what requirements must be met before state in-service education funding is awarded.

Filing System

A filing system should be arranged by the conference chairman soon into the planning stages. One way that has proven to be effective involves some cost but is well worth the investment. Light-weight sturdy plastic letter files are available on the market with space for about fourteen filing folders when filled and are easy to store and transport. Regardless of how the files are kept or where, the following might serve as suggested areas in need of permanent filing:

1. A file marked Current could contain matters needing attention in the immediate future.

2. One marked Notes might be handy for miscellaneous notations made in a hurried fashion or on paper of all different sizes and shapes for later compilation.

3. A file for Names and Addresses of potential conference contributors is one of the most important files.

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4. A Conference Directory listing all those who participated in the conference in any way is a very valuable file for future chairmen.

5. Budget is one of the main areas where organization counts.

6. For state conferences it is good to have a file with items concerning the Conference Site; menus, registration cards and/or reservation cards, advertisements, brochures, room rental information, and floor plans.

7. Communication to Conference Chairman should be separated from other mail.

8. Communication from Conference Chairman should also be filed separately.

9. A list of all incoming and outgoing mail and telephone calls concerning the chairman in the form of a Communication Record helps speed attention to important information.

10. State Chapters of National Foreign Language Associations such as the American associations of the various foreign language groups and other related groups who will be appearing on the program might also warrant a file.

11. Realia such as brochures from travel agencies and advertisements for travel and study-abroad programs should be kept for the duration of the conference and perhaps forwarded to the next chairman. Newspaper, journal, and magazine clippings with articles of possible relevance might also be included here.

12. Rough Drafts of the current program should be filed.

13. Past Programs in their printed form and conference chairmen reports are also essential.

14. Someone should have a published outline of the History of the Association for reference.

15. Registration forms and letters need to be kept on file.

16. A file for Publicity may also be needed.

17. All conference chairmen should have a List of Exhibitors: both potential and active participants.

18. A file is needed for Evaluation Forms and tallies.

*Consult Appendix II for sample forms that might be kept in the files.

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Suggested Committees and Duties

Some conference chairmen prefer to designate all committees and appoint chairmen immediately during the initial planning stages of a conference and these people are then responsible to the chairman. Other conference chairmen prefer to make appointments later in the planning stages, to limit the number of committees per se, and to relegate responsibilities themselves when the need arises. They believe it is easier this way to be aware of the course and shape of the proceedings as they evolve and they have a greater control of what happens. Regardless of the system, the following areas represent the major considerations in organizing and implementing a conference and should receive attention during all stages of planning.

Exhibits: Commercial

Conference-goers look forward to seeing the latest publications, realia, and machinery available and the appropriate companies are eager to have school district representatives study their offerings with a view to possible purchase. Book companies, electronic equipment businesses, foreign travel organizations, and foreign language realia dealers are among those particularly interested in exhibiting. (3) Some companies are unable to send representatives to the conference but are willing to exhibit their catalogs.

Notice should be given publishing companies well in advance of the conference stating the contact person, location and date of conference, cost to exhibitors and the theme or perhaps a copy of the tentative program. Each conference chairman should have a list of exhibitors who have attended past conferences as well as a list of potential exhibitors. It

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is important to not overlook local firms having an interest in the association of foreign language teachers. (4) Community groups or individuals may wish to attend the conference or provide something for it: restaurant and cafe personnel, personnel from consulates, and foreign language clubs organized for all people interested in language and culture. Commercial exhibits, registration fees, and membership dues are the chief sources of revenue for the conference. There are often several teachers meetings on the same date and therefore competition may be tight in getting publishers' representatives.

Exhibits:

The following are additional points to remember:

1. Work out a plan for the physical arrangements of the exhibits. It is advantageous both for the exhibitors and the teachers if the coffee-break area and exhibit area are in close proximity of each other. For the exhibitors this provides optimum exposure to the teachers. The teachers find it convenient because they do not waste time looking for rooms.

2. Determine source where the exhibit equipment will be available such as tables and extension cords.

3. Determine the size of exhibit tables.

4. Arrange with program chairman for a specific time for those attending to see exhibits. Usually exhibit times are during registration, coffee breaks, lunch breaks. Exhibits are always on display, however, for those who may wish to forego a meeting session.

5. For a major conference, the second notice to exhibitors should be a letter requesting confirmation of exhibit and requests for any special audio-visual equipment. Dates and time for set-up and dismantling could also be stated.

6. Check the location of outlets to see if extension cords will be needed.

7. Booth numbers should be assigned in the order of receipt of confirmations. Exhibitor's booths should have numbers visible. It is sometimes helpful to list the booth

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number alongside the exhibitor's name in the program for easy identification.

8. Arrange for exhibit rooms to be unlocked in time for exhibitors to make preparations.

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Exhibits: Teacher-prepared

Teacher-prepared materials are always interesting to conference-goers who are trying to find an easy, quick answer to some of their teaching concerns. The materials can be to look at only, or to take home. In either case, someone should be on duty to see that things are not taken without permission. In order to obtain teacher-prepared materials, the chairman should solicit them in a letter to all teachers, to district coordinators, or by telephone.

After it is determined which teachers wish to display material, offer hand-outs in the form of dittoes, or perhaps hang posters, it is important to have someone in charge of arranging the whole display in an area close to commercial exhibits. It would also be an added attraction to have a bibliography available for teachers in this area listing all types of reference sources for help in teaching the various languages. These sources could be commercial and/or from teachers who are willing to share ideas and materials. If dittoes are to be available as hand-outs, it is important that the contributor give necessary information on the ditto so other interested teachers might later contact this person for additional explanation if desired. This is true for all display materials unless the individual is present at the display. It might come in handy to have a duplicating machine available and an operator who can make additional copies if and when needed. Notify contributors to bring ditto masters to the conference. Advise teachers where the photo-copy machine is if one is available and have change available for its usage. Ample time must be provided to view all exhibits by the end of the conference.

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Program Planning

This is by far the toughest, longest lasting committee. A year is usually needed to prepare adequately for an annual meeting and four to six months for a regional. It is worthwhile in the long run to attend to as many things as soon as possible to avoid last minute headaches. Planning the program is usually the chairman's main responsibility. It is often easier for the conference chairman to plan the overall program himself, calling on individuals for advice and consultation when needed. If there is a co-chairman the two should meet on a regular basis of once a week during those periods when there is a large amount of decision making. Contact by telephone can be made when no actual meetings have taken place. Meetings should take place at the location site at the beginning, middle, and end of the planning stages.

*To begin planning the program consider some of the following suggestions:

1. Review past conference programs, chairman reports, and evaluations.
2. Review current trends in foreign language education.
3. Interview past conference chairmen if possible.
4. One educator remarked that conferences based on teacher needs may present motivational problems, depending upon whose definition of "need" is being used, that of the chairman or the teachers. (5)
5. Try to survey the interests of teachers in the state or in a few districts to help determine possible conference program topics.
6. Determine conference program goals and objectives.
7. Always consider the theme when selecting program topics.
8. Plan a tentative budget. Consult previous conference budgets.
9. Check with the board after the preliminary program

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outline is made. Ask for names of possible participants from the board and other state, city, and local foreign language leaders to form a list of resource people. Keep this list for future chairmen.

10. Begin a filing system to keep a record of all ideas, people, dates, names and addresses, past programs, and rough drafts.

Many conferences tend to assume the aura of "sameness," each one being much like the last. The typical format involving speakers, discussion groups, and small sessions is an effective way to disseminate information rapidly. The "lecture type" approach sometimes leaves something to be desired. Many strategies have been developed in the past few years to enhance the effectiveness of conference activities. These revolve about the idea of active involvement of the audience in some way.

A workshop format can provide activities such as learning how to perform dances, prepare food, make slides from cutouts, make festive decorations, build puppet theaters with puppets, sing new songs, design learning activities, and prepare and use audio-visual aids. Problem-solving techniques can also be utilized. A "hands-on" display is often interesting and helpful. Involve students if possible.

Ask participants to enhance their presentations with audio-visual aids, to have hand-outs if possible, and to experiment with the seating arrangement to insure a good feeling among teachers. A large circle provides a less formal atmosphere and allows everyone to see each other and the speaker. If a group is small enough perhaps each person could identify himself and his school. Allow time for discussion and question/answer sessions. As program planner try always to strive for a little creativity. It could be that creativity that sparks the enthusiasm at the conference.

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When planning the program schedule consider the following:

1. The number of small-group sessions within a given time period depends on the expected attendance figure and the size and amount of rooms or space available.

2. Strive to achieve a balance of offerings in small-group sessions to allow for language, and interest level differences.

3. Remember that there are teachers who teach more than one language.

4. An hour should be provided normally for small-group sessions to allow for questions and answers.

5. Be careful not to overload a small-group session with too many speakers. Allow enough time for adequate presentation of the subjects.

6. If a two-day conference is planned allow for some repetition of expected popular sessions on the second day.

7. The second day could be designed more for mini-workshops. Space could be provided on pre-registration sheets for preferred workshop choice to help predict attendance and interest level.

8. Schedule the beginning of the conference so most people can easily arrive on time.

9. Space general sessions evenly between small-group sessions.

10. Care should be exercised to avoid overwhelming participants with an overloaded program which leaves no time for informal visits with colleagues or relaxation. Sufficient time should be left for coffee breaks and before eating engagements in order for people to freshen up a bit, view exhibits, change clothes, or chat with friends.

11. Provide for sessions conducted in the foreign language. The AAT sessions would be a naturally appropriate time. Special workshops, if planned, might also be conducted in the foreign language allowing for active participation of conference attendees.

A conference program should provide beyond what an individual can usually gain from his own school or district. It should be practical, stimulating, and worthwhile to everyone. Some of the points to remember in planning a successful conference program are: 1. to use a systematic

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approach, 2. to involve as broad a spectrum of people as possible and 3. to determine goals and objectives based on valid needs and interests of potential conference attendees.

Program Planning: Selecting participants

When considering possible participants keep in mind the following:

1. geographic location
2. age
3. sex
4. when the person was last on the program and in what capacity
5. language(s)
6. level
7. whether the person is interesting, capable, has responded in some way to requests for conference participation
8. whether the person is employed in public or private schools.

This list is not meant to be discriminatory in nature but serves rather to indicate the need for a balance in participation. Too often these factors are not considered and later the chairman might be subject to some critical views. Depending on the budget, it might be useful to have a letter sent to principals for input. Try to know the speaking ability of everyone on the program.

A very important part of program planning for state and regional conferences involves the inclusion of the state chapter AAT's and other groups relating to foreign language education. (American Association of Teachers of ...) These groups quite often are represented on the board but in some cases they may not be. Two good reasons for them to want not only to be involved in planning the conference but to actively participate in the conference activities are: 1. to stimulate action and involvement of these groups in major conferences and throughout the year, and 2. to perhaps add to their membership.

One more thing to remember: participants should receive full information as to the content of each scheduled meeting they may attend in order to make proper selections.

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Session Chairmen

These people preside over individual meeting sessions within the conference. They are usually selected well before the conference and can have some or all of the following duties:

1. Select a recorder who writes a summary of the session for later publication in the foreign language newsletter or journal.

2. Be aware in advance of any and all audio-visual equipment needed by the participants.

3. Know where outlets are, extension cords, light and temperature controls, ash trays, and extra chairs if needed.

4. Have water and glasses available if needed.

5. If a particular session is over-crowded with people the conference chairman should be notified for possible room changes.

6. Introduce the speakers with something more than just a name.

7. Help to keep the meeting program running smoothly.

8. Assist the participants.

9. Keep time and notify speakers or presenters when they have only a few minutes remaining (this can be done inconspicuously with a note or colored card.)

10. To reach a more accurate account of the people attending the session, send a clipboard around with a form sign-up sheet to include the participant's name, language, school, and school district. The recorder can collect this.

11. Conduct the question/answer session.

12. Finally, the session chairman should write thank-you notes to participants in the session stating their specific contribution. It would be impossible for the conference chairman to write all the thank-you notes and this assistance would reduce the load considerably.

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Registration and Membership

Those involved with this committee by nature of their offices in the association are the membership chairman and treasurer. Each will work on this committee and be responsible at the conclusion of the conference for balancing all financial and membership accounts. The registration chairman should be the most highly qualified person for this very responsible position.

The registration procedure can be divided into two major sections, pre-conference registration and conference-day registration.

Pre-Registration

Questions involving site officials

1. Deterime how many and what size tables are needed, their location, and the time they will be expected to be in place. Establish registration hours.

2. Determine if packets are provided by officials, the chamber of commerce, or if some other means must be investigated.

3. Determine if name tags are provided and if not whether or not other commercial possibilities will be explored or perhaps they will be hand made. Possible items to appear on the name tags are: name, school and/or district, city, if room, and language. Name tags can be typed or penned in. In either case, materials will be necessary to fill them out. Name tags can be made in advance for pre-registrants. When considering type of name tag, remember that some kinds do not adhere well to polyester materials. If they are the stick-on type try one out first. All printing should be large enough and very clear. It is important to assign people to the task of filling out name tags to assure uniformity and to eliminate the need for the chairman to do them himself.

4. Determine how the money is to be handled during the conference, both cash and checks. Determine where it is to be kept.

5. Determine if empty cash boxes are provided.

Fees

1. A registration fee should be assessed based on the budgetary income of the conference. Sometimes this fee is partly determined by the State In-Service Education Fund, Inc. It is important to know its requirements, if any, for in-service funding. Registration fees, membership dues, and exhibitors fees are the main sources of revenue for the conference.

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Registration and Membership cont.: Pre-Registration

Fees cont.

2. A policy should be agreed upon to determine what, if anything, should be done about adjusting fees because of:
   a) one-day as opposed to two-day registrants
   b) non-members registering
   c) those who pre-register and those who do not
   d) special guests

3. Who should register? All persons attending the conference must register. This includes committee members, chairmen, speakers, discussion leaders, reactors, officers, and board members. The spouse or child of a registrant may or may not be charged a registration fee. Keynote speakers and banquet or luncheon speakers should already be registered by the registration chairman.

4. Complimentary registration, banquet, and luncheon are normally given only to general session speakers and to the main speakers at the banquet and luncheon. Any additional "complimentary" persons must be agreed upon by the conference chairman and the association treasurer.

5. Provision should be made for a record of members who are owing dues.

6. Refunds will be given only up to the time the conference begins. No refunds will be given after that time.

7. Confusion regarding payment: If a person claims he sent in money, but it was not received, have him pay again. Inform him he will be reimbursed after the original payment arrives. Be certain the treasurer receives the names and addresses and amounts for those who should be reimbursed.

8. It is generally advisable to place all monies received for registration, banquet, and luncheon tickets into a savings account opened especially for the conference.

Registration Forms

1. Determine when pre-registration information should be published.

2. Determine: a) who will print registration forms, b) what information will appear on them, c) when they will be sent, and d) to whom they will be sent.

3. Notice should be given to the printers when forms must be ready and to whom they should be mailed or delivered.

4. While it is best to put all information concerning registration and reservations on one side of the page, if it is necessary to

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Registration and Membership cont.: Pre-Registration

Registration forms cont.

use the back side of the page, be certain to make it clear on the front side that readers are to turn to the back side.

5. Teachers should complete a registration form with such items included as name, home address, home phone, school name and address, language(s) taught, menu selection (only if choice is given), fees paid, and for what the fees are paid. Membership forms might also be included.

6. It should be made clear to readers where checks and forms are to be sent and the postmark due date.

7. Include a map of directions if needed.

8. The first two mailings should be sent to all teachers in the state regardless of membership status. Private schools are always to be included.

9. Three mailings of conference material are ideal:
   a) The first mailing should be an announcement to all teachers of the meeting, including place, date, general topics, and other pertinent data. This might be included in a regular state publication(s).

   b) The second mailing should include advance registration forms, meal information, and any new information since the first mailing.

   c) The third mailing will give the individual another chance to register for the meeting and a final program may be included.

10. Use bulk mailing services whenever time permits. This provides a substantial financial saving.

Packets

1. Determine what is to be included in the packets. The following might be considered:
   a) program, b) name tag, c) meal tickets if purchased, d) evaluation form, e) survey sheet for teachers to suggest possible sites for an upcoming conference and to nominate possible candidates for office, f) the annual business meeting agenda
   The forms and sheets can be color-coded.

2. Determine who will stuff packets and when.

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Registration and Membership cont.: Pre-Registration

Registration cards

1. Determine what kind will be used. Consider what is durable, is easy to handle, has room for all necessary information, and can easily and quickly be alphabetized. They may be used to make a master list of those attending the conference.

2. Determine what will appear on them. Perhaps the card could be a copy of the pre-registration forms.

3. Determine who will make the master list of those in attendance. This individual can begin the list as soon as pre-registrations begin coming in. The list can be posted in a few strategic places for conference attendees use and can be kept in the permanent files for the conference. It should be alphabetized.

Work Crew

1. About four months before a state conference a work crew should be established. Determine registration hours and how many need to work during each session. There will have to be a few who will miss opening ceremonies and some of the sessions in order to register the late arrivals. These will probably be the hardest to secure. Make it clear to the crew when they are to be on location and when they are free to leave. Instruct them to make certain that names are always clearly written and addresses are complete with zip codes.

Final Preparations

1. Have the printer mail necessary materials for packets far enough in advance so the packets will be stuffed in a calm, efficient manner.

2. Have uniform ledger sheets available that have space for all necessary information.

3. Provide pencils, pens, staplers, staples, scratch pads, and a typewriter if needed.

4. Have a sufficient number of current, readable, membership lists.

5. Have several copies of a list of names identifying those persons receiving complimentary tickets and/or registration.

6. Have a few copies of a list of all who have paid for or reserved a room.

7. Have ready cash available for registrants paying in cash.

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Registration and Membership: Conference Day

Registration Desk

As registrants arrive they should be met by a greeter. This person will serve to direct the registrants to the proper place. The greeter should be a professional staff member in most cases. Three kinds of situations normally arise as follows:

1. Registrant is pre-registered, prepaid. If this is the case the registrant is directed to a station where he picks up the conference packet and is free to go to the exhibit/coffee area. Signs should be large and obvious to direct people to the various stations.

2. Registrant is pre-registered, not prepaid. The registrant is directed to the same station as registrant 1. Charges are totalled and given to the cashier. Fees are paid at the cashier station and receipts given. The registration card, as in case #1, is filed in the "present" file.

3. New registrants. The new registrant will be given a card to fill out. The card is given to the member in charge of name tags, charges are totalled, the cashier collects fees, issues receipts, and the packet is issued. The registration card is placed in the "present" file.

The work crew should know all the rules and regulations regarding fees.

There should be ample room between stations to avoid congestion. It is a good idea for the crew to experiment with the table arrangement before the conference. It might be useful to have a podium on one of the tables where registrants are filling out cards. This avoids the uncomfortable situation of bending way over to try to fill out a card. Registrants should be directed to the coat racks by sign or otherwise if they are not easily visible. Remember to submit an itemized list recording all transactions for the conference each day to the membership chairman and treasurer.

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Publicity

The following are some important items to remember in planning publicity:

1. Someone should be in charge of all publicity and be certain that it is announced by state, city, and local newspapers, radio stations, t.v. stations, school superintendents' bulletins, and state and national foreign language education publications.

2. The publicity agent should procure necessary names, addresses, and deadlines early in the planning.

3. Foreign language teachers should be encouraged to invite their principals, district administrators, school board members, counselors, colleagues, and friends to the conference.

4. Keep an account of expenses.

5. A publicity file should be kept including dates of deadlines, addresses, important names, pictures, and relevant news articles.

6. If conference proceedings are to be published, ask the major speakers for copies of their papers if they are available. If photos are to be included in the publications, glossy prints are best and should be no smaller than 2½ x 3½ inches.

7. It is the responsibility of the various committee chairmen to notify the publicity chairman of any information they want publicized.

8. The publicity chairman may have the responsibility of planning pre-registration information notices to teachers or that duty may be assumed by the registration chairman.

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Printing

Those involved in the printing process are concerned with registration forms, letters, name tags perhaps, meal tickets, program covers, program content pages, and any other printed information. The following suggestions are to be considered:

1. Printers have deadlines to meet, so be certain of them.
2. A written agreement should be secured for both parties regarding cost, number of copies, due dates, special instructions such as a blank page at the end of the program content pages perhaps for notes, dedication pages and announcements.
3. It is best financially to have the printing done by the print shop of a neighboring school district or the one in which the conference is held, if possible.
4. The chamber of commerce may be able to donate packet folders to eliminate printing any. Plain folders may also be used.
5. It is the responsibility of the various committees to determine what is to be printed for them and to arrange for a meeting with the conference chairman and printer well in advance.
6. Before any final printing people from both sides should look carefully for errors in names, words, and spacing.
7. Be certain nothing has been left out of the program.
8. The program cover might be designed by a student or art instructor, or someone in the print shop.
9. The color of the program cover and content pages must be agreed upon also.
10. There are many sizes and designs of programs available. It is important to select one that readers can easily follow and that is easy to carry.
11. Restrooms, coat racks, and snack bars may be included on a floor-plan map if one is included in the program.

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Audio-Visual

Usually one person is delegated this responsibility. Student helpers come in handy in this operation. Request forms must be mailed to participants at least one month before conference time and must have a postmark return deadline specified. The A-V person must first locate where equipment can be obtained and then complete an agreement form with a clause about damage or theft in it. Each party retains a copy of the agreement. If convenient equipment provisions cannot be arranged by site officials the best plan is to negotiate with neighboring school districts. Ideally, the school district of the audio-visual chairman would be involved. It is a good policy to have a backup machine of each type being used in case of emergency. The outlets should be located in each room to determine the need for extension cords. See that films and video tapes are in the audio-visual presentation room, are shown in proper sequence, and a count of attendance is made. Find out from the site officials all there is to know about the P.A. system and the procedure for making tape recordings of major speeches. Test the P.A. system thoroughly in advance and on conference day. Be available for sudden malfunctions. Establish "hike stations" at the general sessions meetings for audience participants if needed.

The following equipment may be needed for the conference: 1. microphones, 2. slide projector, carrousels, and stands, 3. 16 mm. film projectors, stands, and operators, 4. screens, 5. extension cords, 6. bulbs, 7. tape recorders: reel-to-reel and cassette, 8. duplicating jacks, 9. overhead projectors and transparancies/pens, 10. film-strip projector, 11. video-tape recorder--find out film size, and 12. tables for display. There should be space to store this equipment the night before the

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conference and the key available to the person in charge. Permission from a speaker should be granted before his speech is tape-recorded.

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Meals and Refreshments

This committee plans the luncheon, banquet, coffee breaks, and no-host social hour if appropriate. It may be that the conference chairman prefers to be responsible for these tasks. Of course the luncheon and banquet served depends on the many possibilities and cost. These decisions should be made well in advance of the scheduled conference. Sometimes it is easier to offer only one entree, other times it is not. It should be determined whether or not the meal cost includes tax and gratuities. This information is usually stated when listing the choice of menu and costs on the registration forms. Besides being numbered, tickets should indicate the event they are for, the date, time, and location. Tickets are paid in advance during pre-registration or at the registration desk on conference day. There must be provisions for someone or a number of persons to collect tickets very carefully for an accurate account. Ticket-takers should know who have received complimentary tickets in case they are misplaced. An agreement is made prior to the event as to the number of extra meals to have prepared.

All deadlines for food orders should be carefully noted and honored. It should also be known how far in advance the decorators can begin working in the eating areas, should this apply, and how much time is needed to set up and put away tables and chairs. Make it clear to officials if a head table is needed. Select and notify persons to sit at the banquet or luncheon head table. Be certain waiters have been instructed to service those at the head table first and to clear each person's place promptly when he is finished. These instructions are important at some regional and local conferences too, although in those instances it may not be as likely to have a head table.

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It has been noted that a banquet adds distinction to an annual meeting and enables the conference to end on a pleasant, relaxing note. The banquet program may include a speech or other entertainment which should be limited to twenty or thirty minutes at most. It is best and most suitable to the occasion to present the speech in a lighter vein. Some groups have the banquet speech or other entertainment in a separate room after dinner. (Speakers and/or other entertainment are common to luncheons also.) Another banquet program format is the Awards Program in which recognition may be given to individuals whose contribution to foreign language education has been noteworthy or whose contribution to the association has been significant. The program following dinner should not exceed an hour in length, and those participating in the ceremonies should be given appropriate time limits. (6)

Planning for luncheons at regional and local conferences sometimes involves a clean-up crew, perhaps hiring a professional culinary crew, determining the procedure for getting the food, (buffet, cafeteria-style or otherwise), and perhaps a dishwashing crew in addition to other concerns enumerated above.

If a no-host social hour is planned, be certain to check with authorities about cost, rules and regulations, whether or not an attendant is provided, additional charges, and location possibilities.

Coffee breaks seem to be one of the most important parts to a conference. They give conference people a chance to stretch the legs, relax, chat with friends, freshen up, enjoy a little refreshment, perhaps view some films, or prepare for a presentation. Since this is one of the times when individuals are allowed to all talk at once, time and space should be provided. For most major conferences forty-five minutes is not too long if more than 200 people are in attendance. Be sure the coffee is

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ready on time and in a strategic location. If possible, it is nice to have coffee and tea served both in small-group meeting sessions and during coffee breaks. Avoid congested areas for possible coffee locations to prevent unnecessary spills. It should be determined if the management provides coffee, tea bags, hot water, sugar, cream, stirrers, napkins, cups, plates (paper), or disposal cans. Determine the cost of services, if any. Include the registration period as a coffee/tea time too. The main coffee station could be located in a convenient spot near the exhibit area.

Depending on the budget, donuts or some facsimile are also provided during coffee breaks. Rather than having the management secure donuts, try to find a local outlet to save on cost. As an alternative, perhaps individuals or foreign language clubs can prepare pastries or something similar that are native to the region of the language. They could sell them or be reimbursed for the cost of ingredients and labor. Someone would have to manage this operation too, especially if anything is to be sold. This idea would be a pleasant break from the somewhat familiar donuts. Always have a plan for any leftovers.

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Hospitality

Those delegated to this committee are responsible for the decorations in the dining areas, meeting rooms, hallways and entryways, and the transportation, housing, and entertainment of guest speakers. They must know about city tours available and costs. Often hotels have this information already. Before setting up any decorations it is vital to check with site officials about their regulations, especially about such things as tape, pins, and location signs. This committee also provides for flowers at the head table,if desired, placemats, table centerpieces, posters from airlines, greeter signs and the like. They must always be alert to any discomforts of guests and be ready to offer assistance. They should be identifiable in some way, perhaps with a "May I help you" added to their name tag. They should be certain of the welfare of all special guests before, during, and after the conference.

Entertainment

Entertainment falls into several categories: for major speakers before and after the conference, for conference attendees before and after the conference, and for the conference program. If possible, there should be sign-up space on registration forms for those wishing to take available tours. Check newspapers in advance for entertainment. For other possible leads and ideas check with site officials, the chamber of commerce, and community clubs organized for persons interested in foreign cultures. Consult with program planners about time limitations for conference entertainment.

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Awards

The only things that might be added at this point about awards other than what is presented in the checklist are:

1. that a determination should be made about whether or not awards are going to be presented,
2. at what time in the program it would be most appropriate to make the presentation,
3. to check the budget before investing in any particular type of award, and
4. to select someone to photograph the award presentation and be responsible for any publicity.

Facilities

There are always a few details that need attention prior to or on conference day. Some of these are:

1. A sign should be placed near the speakers station, perhaps on the podium if there is one, instructing them to watch the time and position of microphone. These two factors are important to having a well-run session. Speakers who take too long cause listeners to be more aware of their discomfort at sitting so long.
2. All seating arrangements should be checked just before "curtain time."
3. Temperature controls, light controls, and squeaky doors should get one final check.
4. Arrows and signs directing or informing should be in place by conference time. Signs above or on the door of the actual conference meeting room help to identify it. Restroom directional signs may also be necessary.
5. Water pitchers and glasses should be on tables on time.
6. Coat racks should be available and easily located.
7. Be sure supplies of scotch tape, safety pins, thumb tacks, ditto masters, razor blades for ditto corrections, staplers and staples, ash trays, and wastebaskets are available and in the proper places.
8. Tables for displays should be in place.

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Student assistants can check many of these items. For regional and local conferences make sure outside directional signs are posted and hopefully water-proof. They should be easily seen while driving and easily understood. Always check with the proper authorities before posting signs on public or private property.

Troubleshooters

Arrange to have a couple of people available at all times to notify the conference chairman or committee chairmen of any unexpected problems. Site officials and committee chairmen should be informed which people have this responsibility.

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Annual Business Meeting

The annual business meeting is incorporated into the program so that all members of the association may have an opportunity to accept, modify, or reject various motions which are appropriately presented, and to hear progress reports from those charged with the responsibility of forwarding the association's objectives. (7) This is also time when a member can air a particular point or motion to the general audience. The president should alert all committee chairmen and board members who are expected to deliver reports to the membership. It is important that records of this meeting be kept just as the regular board meeting minutes. It might also be appropriate at this time for the president to introduce board members to the association. The business meeting should be held at a reasonable time when a good attendance figure is adequately assured. A written agenda should be included in the registration packets not only as information but to encourage attendance.

Pre-Conference Get-Together

More unlikely than not, is the possibility of arranging an informal get-together with conference participants sometime, someplace, before the conference. The following are possible activities that could occur: 1. Participants and chairpersons could meet each other and plan the organization of their sessions. 2. Copies of the program could be distributed. 3. Efforts to unify the association in a team-like fashion could be facilitated. 4. With more people knowing each other before the conference, the greater the chance for a smoother conference.

Evaluation

A few suggestions could be added to those in the checklist:

1. Evaluation is one of the main sources of feedback from

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Evaluation cont.

conference goers that determine if conference goals and objectives were met.

2. There is often a problem insuring a good return of evaluation forms in terms of percentage of those attending. Announce at the opening session that evaluation forms are in the registration packets and where they can and should be deposited.

3. Remind people toward the end of the conference day to fill out the form and any others that still need completion. A few minutes could be provided in the conference to complete any forms.

4. Provide big, conspicuous boxes for collection purposes. Label them well and cover them with bright contact paper, for example.

5. Be sure the items listed on the form are clear, concise, and to the point. Make it easy to tally and be sure someone remains after the conference to help with the tally, or arrange for a later session.

6. Note all comments and/or suggestions. This is a tedious job, to be sure, but so worthwhile to the conference committee both present and future.

7. Remember that in some states it is mandatory to provide evaluation results to the state in-service education fund committee in order to receive funding for conferences.

8. The conference chairman may want to have a session with conference leaders afterwards to exchange reactions.

9. Prepare final conference report based on goals and objectives. Include evaluation tally and personal recommendations.

Published Proceedings

Be certain all recorders or session chairmen submit their reports to the editor of the foreign language newsletter or journal by the deadline set for entries. Remind someone on the publicity committee to secure keynote speeches if possible. Published proceedings will partially compensate the ever-present frustration of participants who wish to attend all of the meetings, many of which occur simultaneously. (8)

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Footnotes

1. Robert J. Ludwig, Leadership in Foreign Language Education: Developing the State Foreign Language Association (New York, 1972), p. 9.

2. Lorraine A. Strasheim, speaking in Boston, November 1973. Reference also from: Robert C. Lafayette and Lorraine A. Strasheim, "Workshop Nuts and Bolts: A Language Leader's Coloring Book and Discussion Guide" (seven mimeographed sheets, Bloomington, Indiana, 1973).

3. Ludwig, Developing the State Foreign Language Association, p.11.

4. Washington In-Service Education Fund, Inc., Handbook for Chairmen (1972), p. 16.

5. Lafayette and Strasheim, "Workshop Nuts and Bolts."

6. Ludwig, State F. L. Association, p. 14.

7. Ibid., pp. 8-9.

8. Ibid., p. 13.

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Chapter 4

SUMMARY AND RECOMMENDATIONS FOR FURTHER STUDY

Organizing and managing a conference entails a great amount of time, effort, dedication, and fortitude no matter what the circumstances may be. Surely, a foreign language teachers conference is no exception. It requires the work of many people with good ideas in order to make it a success. There is often a renewal of the trusts and friendships built through the years when one is in the sometimes difficult position of calling upon individuals to serve in some capacity. The feeling of comradeship can comfort the chairman as day by day the event comes closer to reality.

To be sure, there are countless times when this feeling of comraderie never consciously falls upon the chairman and planning committees because of lack of time and true organization. There are times too, when leaders more or less experience a wave of panic and frustration prior to and during the actual conference. It was with the intent to hopefully avoid or lessen the intensity of these anxieties that this guide was written. The experience of writing it provided an example closely paralleling that of planning a major conference as has been described. The misgivings and temporary hardships in its development were reduced considerably due to the continued encouragement and assistance of the people involved in its creation: the author's parents, teachers, advisers, friends, colleagues, both in the state and throughout the nation, and the Lake Washington School District which financed the trip to the national conference sponsored by ACTFL[1] in Boston, in November, 1973. All were instrumental in assuring the completion of the project.

[1] American Council on the Teaching of Foreign Languages

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As to recommendations for further study, it has been determined that this guide is not in final form and is subject to changes, deletions, and additions by future conference chairmen who wish to benefit from its usage. The cover is designed to facilitate easy withdrawal and addition of pages. It is hoped that the guide will be a beginning to efforts intended to improve the development of foreign language teachers conferences in this state and perhaps indirectly it will serve to improve foreign language education.

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BIBLIOGRAPHY

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[1] ACTFL is the American Council on the Teaching of Foreign Languages.

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Appendix I

CHECKPOINTS FOR LOCATING CONFERENCE SITE

AND FOLLOW-UP SESSIONS WITH SITE OFFICIALS

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CHECKPOINTS FOR LOCATING CONFERENCE SITE

AND FOLLOW-UP SESSIONS WITH SITE OFFICIALS

I. Locating site

_____1. Prioritize needs

_____2. Identify possible sites-(It is best to take someone along if possible when checking potential sites.)

_____Check location of past conferences, _____ ask for ideas,

_____check yellow pages of telephone directory

II. Initial Inquiries During Observations

_____1. Is the site centrally located?

_____2. Is it fairly easy to find?

_____3. Is it large enough to house the number of expected guests?

_____4. What are the conference and guest rooms like? How is the sound-proofing in the conference rooms?

_____5. What are the guest room rentals? _____ What is the rental agreement for conference rooms?

_____6. What are the eating facilities besides for conferences?

_____7. What is on the menu?

_____8. What are the current rates for conference luncheons and banquets?

_____9. Can a block of rooms be reserved for guests?

____10. What is the provision for audio-visual equipment?

____11. What is the seating capacity in different arrangements for the general session, break-out, and dining areas?

____12. Check the parking facilities.

____**** Be able to describe the approximate program outline based on past conferences: number attending, number and size of rooms needed, length and time schedule of conference.

____**** Know the date and time most of the group will arrive and depart.

____**** If the site is later agreed upon, obtain a written agreement signifying confirmation of date.

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III. Second Meeting (after site has been determined)

_____1. Review initial observation topics listed above.

_____2. Check out conference rooms again and obtain entire floor plan of same.

_____3. Ask about decorations limitations; tape usage and informational and directional signs.

_____4. Ask about photo-copy service.

_____5. Can outdoor and indoor reader boards be used? Who makes the arrangements and when?

_____6. Inquire about coat rack facilities.

_____7. What space is available for registration tables?

_____8. Check to see about room partitions, air walls, etc.

_____9. Is there any guard service(for exhibits maybe)?

____10. How far in advance should room rental registrations be in? Does the management provide the cards and handle all room rentals? Are there any discounts after a certain number of guests have registered for rooms at the site?

____11. Begin to finalize seating arrangements. Are extra folding chairs available?

____12. Ask about water pitchers, glasses, ash trays, and waste baskets.

____13. Do they provide coffee break service? Are coffee, tea bags, and water, cream, cups, stirrers, and napkins provided? Are coffee and tea also in meeting rooms at all times?

____14. Can lights be dimmed or parts of the room be darkened in the general session area?

____15. Be sure to plan for exhibit space, both commercial and teacher-prepared.

____16. Ask if they provide empty cash boxes, name tags, conference folders, or typewriters for registration.

____17. How long does it take to set up and put away dining equipment if room is to double as a meeting room?

____18. Is a head table included in the dining arrangements? Are centerpieces provided for any of the tables?

____19. What kinds of entertainment are provided at and near the location?

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____20. What about the no-host social hour?

____21. Always check to see if it is alright with the management if anything unusual is planned, i.e., cooking demonstrations in carpeted rooms, dancing lessons, and similar activities.

Some of the above items can be discussed at later meetings. Any further meetings will be necessary only to double check on all pre-arranged items and anything new that might emerge. Be certain to obtain a written contract of all transactions and agreements.

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Appendix II

SAMPLE FORMS FOR RECORDING IMPORTANT DATA

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The forms on the following pages can be photo-copied for use by future conference and committee chairmen. Of course, adaptations can be made to better suit their particular needs. It is hoped these forms will help to ease, speed, and organize the planning process for chairmen.

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CONFERENCE DIRECTORY

The following is a listing of people connected in any way to the conference planning:

Name	Address	Phone	Lang.	Comments

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COMMUNICATION RECORDS: Letters and Telephone Calls

The following record is designed to facilitate prompt attention to all communication for the conference.

To/From	Name	Subject	Date sent	Date received

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BUDGET REPORT

Income

The following is an itemized listing of income received for the conference:

From	Item & Quantity	Cost	Date

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BUDGET REPORT
Expenses

The following is an itemized listing of expenses paid for the conference:

To	Item & Quantity	Cost	Date

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CONFERENCE REGISTRATION & MEMBERSHIP RECEIPTS

Fill in the spaces below and check either R or M or both.

Name	Address	R	M	Cost	Date

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CONFERENCE DIRECTORY OF THOSE IN ATTENDANCE

The following directory is provided for those in attendance in order to promote continued efforts to share problems and ideas in foreign language education.

Name	School & Address	City--Zip	Language

To be posted in strategic conference locations.

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PRE/POST TEACHER-PREPARATION SURVEY OF TEACHERS
ATTENDING EDMONDS SPRING REGIONAL CONFERENCE
March 15, 1974

The purpose of this survey is to determine the extent of pre-service and in-service training those of us in the profession have received so that we might have a firmer base from which to judge the needs of the membership in terms of what the professional organizations can do to assist teachers in the state.

Name _____ School _____ Language(s) _____

1. When did you receive your first degree in a foreign language? 19__.

   Where _____ _____
   College Location

   Language _____

2. Was your degree in Education? ___ Arts and Sciences? ____ Other? ____

3. How many total years have you taught Foreign Language? _____

4. Besides your major field (language) what other languages are you

   competent in? _____ (would & could teach), familiar with? _____ (probably wouldn't

   _____ (teach) have a slight knowledge of? _____ (wouldn't and couldn't teach)

5. Did you reside in/travel to the (a) country of your chosen language

   before you began teaching? _____ (yes/no), after? _____ (yes/no)

6. What post-graduate training have you had directly related to your

   foreign language teaching position? _____

7. When was the last time you took a course or workshop directly related to your foreign language teaching position?

   _____

8. What basic text(s) are you currently using? _____

   _____

9. Would you be interested in attending mini-workshops set up regularly

   in this region in various locations? _____Yes _____No _____Maybe

10. Would you prefer a Saturday workshop? _____ Weekday afternoon? _____

    Evening? _____ Afternoon/Evening? _____ Other? _____ (Please specify.)

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11. What types of programs would interest you or maybe your colleagues?

Put a check by your choices. Put an * by those of particular interest.

a. ___seeing other teachers' successful techniques and materials.

b. ___informal conversation practice in the language (no instruction).

c. ___foreign cooking lessons.

d. ___viewing foreign-language films (movies).

e. ___folk-dancing lessons.

f. ___foreign handicrafts (making foreign holiday decorations, traffic signs, public signs, model Eiffeltowers, puppets, theater sign posts, etc.)

g. ___audio/visual techniques: making slides and filmstrips, video-tape recordings.

h. ___language camps.

i. ___foreign customs, traditions, holidays, travel tips.

j. ___culture with a capital C: music, art, literature, drama, etc.

k. ___language-skill proficiency updating.

l. ___foreign-language club activities.

m. ___ determining course/program goals and objectives.

n. ___planning and developing foreign-exchange student/teacher programs.

o. ___study-abroad programs.

p. ___clearinghouse for dissemination of materials: information on where to write to request for materials.

q. ___wine-tasting parties designed to get to know one another better??!

r. ___politics in foreign language education.

s. ___other.

Thank you.

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WAFLT SPRING REGIONAL 1974
Lynnwood High School
EVALUATION

The State In-Service Committee requests an evaluation of this conference as partial requirement for the funding of future conferences. We thank you for your cooperation in completing this form.

Please rate the following by circling your choice:

		VERY GOOD	GOOD	FAIR	POOR
I.	Total Conference:	1	2	3	4
II.	Pre-registration procedures:	1	2	3	4
III.	Today's registration procedures:	1	2	3	4
IV.	Keynote Address:	1	2	3	4
V.	Coffee/Conversation breaks:	1	2	3	4
VI.	Display materials:	1	2	3	4
VII.	"How do you ...?" sessions:	1	2	3	4
VIII.	Luncheon:	1	2	3	4
IX.	Panel Discussion:	1	2	3	4
X.	AAT sections:	1	2	3	4
	Which did you attend? _____				
XI.	Conference time schedule:	1	2	3	4
XII.	Physical arrangements:	1	2	3	4
XIII.	Concluding session:	1	2	3	4

XIV. Topics and/or displays/presentations you found most worthy of time and discussion:

XV. What were the strong or weak points of the conference in comparison to others you have attended?

XVI. Language(s) currently teaching: _____

Institutional level of instruction: _____

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Appendix III

LETTER SENT TO

STATE FOREIGN LANGUAGE SUPERVISORS

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May 13, 1974

Dear State Foreign Language Supervisor:

As partial fulfillment for a Masters Degree in Education at Seattle University in Seattle, Washington, I am in the planning stages of a curriculum project. I have been a junior high school teacher of German for the past seven years and recently completed a two-year term of office as recording secretary for the Washington Association of Foreign Language Teachers. In planning one of our spring regional conferences last March 15, and in planning this year's state fall conference October 11 and 12, I am more aware of the need for a written document on record in our state for future state, regional, and local conferences to help in planning such events. You undoubtedly are aware of the work involved in planning conferences. Perhaps, too, you are aware of the fine document on file with ML A-ERIC written by Robert J. Ludwig, Mont Pleasant High School, Schenectady, New York, entitled, Developing the State Foreign Language Association. This document includes several pages devoted to the topics mentioned above. My intent is to expand on the topics to provide a more detailed guidebook for state, regional, and local foreign language conference chairmen primarily for the state of Washington but with the hopes that the completed work can be of use in all states.

It is with this in mind that I seek your assistance. Would you please send me a copy of any written guidelines for your state, regional, and local foreign language conference chairmen either from your office or from the president of your state association of foreign language teachers as a further means to my research in this area? In payment for the postage, I would be happy to send your Association a copy of my project after its completion date of July 31, 1974, at your request.

I would appreciate hearing from you before JUNE 15, 1974, if possible. Thank you for your cooperation.

Sincerely,

Patricia Campbell